

Status Report **HECB Review of Transfer and Articulation Policies and Practices**

December 2001

BACKGROUND

At its May 30, 2001 meeting, the Higher Education Coordinating Board (HECB) took action (Resolution 01-25) to begin a review of current transfer and articulation policies and practices among the community colleges and universities.

This review resulted from the HECB's 2000 Master Plan directive to work with students, faculty and university and college administrators to identify barriers or obstacles to student learning and how institutions would respond to such obstacles. This "barriers review" identified many potential obstacles; for some, specific plans for corrective action are already underway. Other barriers grew out of confusion or misunderstanding of current law or policy. But many other obstacles stemmed from problems with transfer and articulation.

Specifically, in the barriers review process, stakeholders shared stories about the consequences of ineffective transfer and articulation policies or practices, such as students having to make up courses or take much longer to earn a degree.

Concurrent with the review of these reported obstacles, the Board also recognized that numerous transfer and articulation agreements have been and are being developed by various entities within the higher education community.

While supporting these efforts, the Board also recognized the need to understand these activities and agreements within the overall context of statewide transfer articulation policy and law and to assess how these efforts address the transfer and articulation problems reported to the Board.

STUDY PROCESS

In response to these needs, a preliminary study framework was presented to the Board. It is important to emphasize that, in accordance with Resolution 01-25, the preliminary study scope was to be reviewed and refined through the collaborative study process discussed below.

A "Transfer and Articulation Policy and Practices Action Group" was established (see page 3). This group is comprised of representatives of the public universities and colleges, the independent institutions, the State Board for Community and Technical Colleges, and the Council of Presidents. The group is responsible for recommending changes in policy or other administrative actions to correct existing problems.

The “Transfer and Articulation Policy and Practices Action Group” met on November 20, 2001. At this meeting many aspects of the transfer process were discussed with suggestions for how and where the process could be improved.

In addition, the Board conducted a roundtable discussion at its October meeting on community colleges and branch campus issues. A key issue discussed was articulation.

A summary of the issues discussed and suggestions made at these meetings will be presented at the December Board meeting.

TRANSFER AND ARTICULATION POLICY ACTION GROUP

FRED CAMPBELL
University of Washington

ROBERT CORBETT
University of Washington

JIM RIMPAU
Washington State University

JANE SHERMAN
Washington State University

MIKE REILLY
Central Washington University

STEVE HUNTER
The Evergreen State College

MARK BALDWIN
Eastern Washington University

MAGGIE BARKLIND
Western Washington University

RUTH ADAMS
Seattle Pacific University

STEVE HANSON
Edmonds Community College

MARY CHIKWINYA
Pierce College/Puyallup

MARTIN HEILSTEDT
Renton Technical College

CYNTHIA FLYNN
Council of Presidents

VIOLET BOYER
Washington Association of Independent
Colleges and Universities

LORETTA SEPPANEN
State Board for Community and Technical
Colleges

Graduation Requirements At the Public Baccalaureates

Table 1

Common Requirements

- A minimum of 180 quarter hour or 120 semester hour credits
- A minimum of 60 quarter hour or 40 semester hour credits of upper-division study (except TESC)
- Complete an approved academic major (except TESC)
- Complete at least 45 quarter hour or 30 semester hour credits in residence (UW-final 45 credits; WSU-senior year; TESC-45 of final 90; and WWU-final quarter)
- Fulfill general education and proficiency requirements (see Table 2)
- Transfer students with a Direct Transfer Degree from a Washington or other approved community college exempt from lower-division general education requirements
- Meet minimum grade point average requirements for major and institution (standards vary among departments; a cumulative institutional GPA of at least 2.0 for all work done in residence (except TESC))

Table 2**GERs/GURs**

<p>UW (College of Arts & Sciences)</p> <p>95-110 quarter credit hours</p> <ul style="list-style-type: none"> • Language Skills (5-20) <ul style="list-style-type: none"> ◦ English Composition (5) ◦ Foreign Language (0-15) • Reasoning and Writing in Context <ul style="list-style-type: none"> ◦ Quantitative/symbolic reasoning (5) ◦ Additional writing courses (10) • Areas of Knowledge (75) <ul style="list-style-type: none"> ◦ At least 20 credits in each of the following: <ul style="list-style-type: none"> ▪ Visual, Literary, and Performing Arts ▪ Individuals and Societies ▪ The Natural World 	<p>WSU</p> <p>40 semester credit hours</p> <ul style="list-style-type: none"> • Tier I: 15 semester hours <ul style="list-style-type: none"> ◦ World Civilizations (6) ◦ Written Communications (3) ◦ Mathematics Proficiency (3) ◦ Sciences (3) • Tier II: 22 semester hours <ul style="list-style-type: none"> ◦ Communication Proficiency (3) ◦ Arts and Humanities (3) ◦ Social Sciences (3) ◦ Arts and Humanities/social Sciences (3) ◦ Intercultural Studies (3) ◦ Sciences (7) • Tier III: 3 semester hours <ul style="list-style-type: none"> ◦ Tier III course (3) • American Diversity Course • Satisfy the University Junior Writing Portfolio • Two courses identified as writing in the major
<p>CWU</p> <ul style="list-style-type: none"> • Basic Skills Requirements (min. 21 hours) <ul style="list-style-type: none"> ◦ English ◦ Math and Reasoning ◦ Foreign Language ◦ Computer Skills • Breadth Requirement (min. 38 hours) <ul style="list-style-type: none"> ◦ Arts and Humanities (one course from each of three groups, min. 13 hours) ◦ Social and Behavioral Sciences (one course from each of three groups, min. 11 hours) ◦ The Natural Sciences (one course from each of three groups, min. 14 hours) 	<p>EWU</p> <ul style="list-style-type: none"> • University Competencies and Proficiencies (10-16 credits) <ul style="list-style-type: none"> ◦ Writing ◦ Mathematics ◦ Computer Literacy • General Education Core Requirements (32-40 credits) <ul style="list-style-type: none"> ◦ Humanities and Fine Arts (2 or 3 courses) ◦ Social Sciences (2 or 3 courses) ◦ Natural Sciences (2 or 3 courses) • Cultural and gender diversity and international studies (8 credits) • Senior capstone graduation requirement
<p>TESC</p> <ul style="list-style-type: none"> • None 	<p>WWU</p> <ul style="list-style-type: none"> • Communications (8-10) • Mathematics (3-10) <i>or test out</i> • Humanities (20) • Social Sciences (17) • Comparative, Gender and Multicultural Studies (8) • Natural Sciences (12-20) • Complete at least one designated writing proficiency course at WWU

Examples of CTC Programs and Degrees

Professional/Technical Programs

Accounting
Aeronautical Technology
Agriculture
Automotive Technology
Business Administration
Business Information Technology
Chemical Dependency Counselor
Computer Science
Construction Technology
Cosmetology
Criminal Justice
Culinary Arts
Dental Hygiene
Diagnostic Ultrasound
Diesel Technology
Drafting
Early Childhood Education
Engineering Technology
Fire Command Administration
Fire Science
Hotel Management
Human Resources Management
Library Technician
Manufacturing Technology
Medical Laboratory Technology
Nursing
Occupational Therapy
Para-educator
Paralegal
Paramedic
Pharmacy Technician
Welding
Veterinary Technology

Examples of Degrees

Associate of Technology
Associate of Applied Science
Associate in Applied Arts
Associate in Technical Arts
Associate of Technical Sciences

Transfer Program Options

Agriculture
Anthropology
Art
Astronomy
Biology
Business Administration
Chemistry
Communications
Computer Science
Dental Hygiene
Education
Engineering
English
Environmental Health
Fisheries
Forestry
Geography
History
Journalism
Law
Mathematics
Medical Technology
Occupational Therapy
Para-educator
Pharmacy
Philosophy
Physical Therapy
Physics
Political Science
Pre-Medicine
Psychology
Sociology
Undecided

Examples of Degrees

Associate in Arts
Associate in Arts and Science
Associate in Science
Associate in Fine Arts

Background Information on the Transfer and Articulation Process



Washington State Higher Education Coordinating Board
December 13, 2001

Laws and Policies

State Law

- RCW 28B.80.350 - The HECB has the responsibility to, among other things, establish transfer policies
- RCW 28B.80.280 - The HECB shall, in cooperation with the state institutions of higher education and the SBCTC, maintain a state-wide transfer of credit policy and agreement

State Law (continued)

- RCW 28B.80.290 - The agreement shall be designed to facilitate
 - the transfer of students and the evaluation of transcripts; to better serve persons seeking information about courses and programs; to aid in academic planning; and to improve the review and evaluation of academic programs
 - it shall not require or encourage the standardization of course content; nor shall it prescribe course content or credits

HECB Policies

- Policy on Intercollege Transfer and Articulation Among Washington Public Colleges and Universities (Umbrella Policy) (1984, 1986, and amended in 1991)
- Transfer Agreement (1994)
- Associate in Science Transfer Agreement (2000)

“Trade in College Credits”

- The item being “traded” is college credits; the “vehicles” that transport the credits are students
- The “producers” or “exporters” of college credits are the individual community and technical colleges (27 produce a “transfer degree”)
- The “buyers” or “importers” of college credits are the baccalaureate institutions (all the publics and 10 private accept the “transfer degree”)

“Trade in College Credits” (continued)

- The trade is highly regulated; only certain types of credit can be traded
- The trade can be entire loads (a degree) or individual parcels (courses)
- The trading partners have an organization (Intercollege Relations Commission - ICRC) that
 - Has developed trading guidelines
 - Reviews and monitors the details of the trading
- “Separate agreements” between individual or groups of “producers” and “buyers” can be negotiated

Facts and Figures

Students attend CTC's for varying purposes

124,000 State Funded FTEs

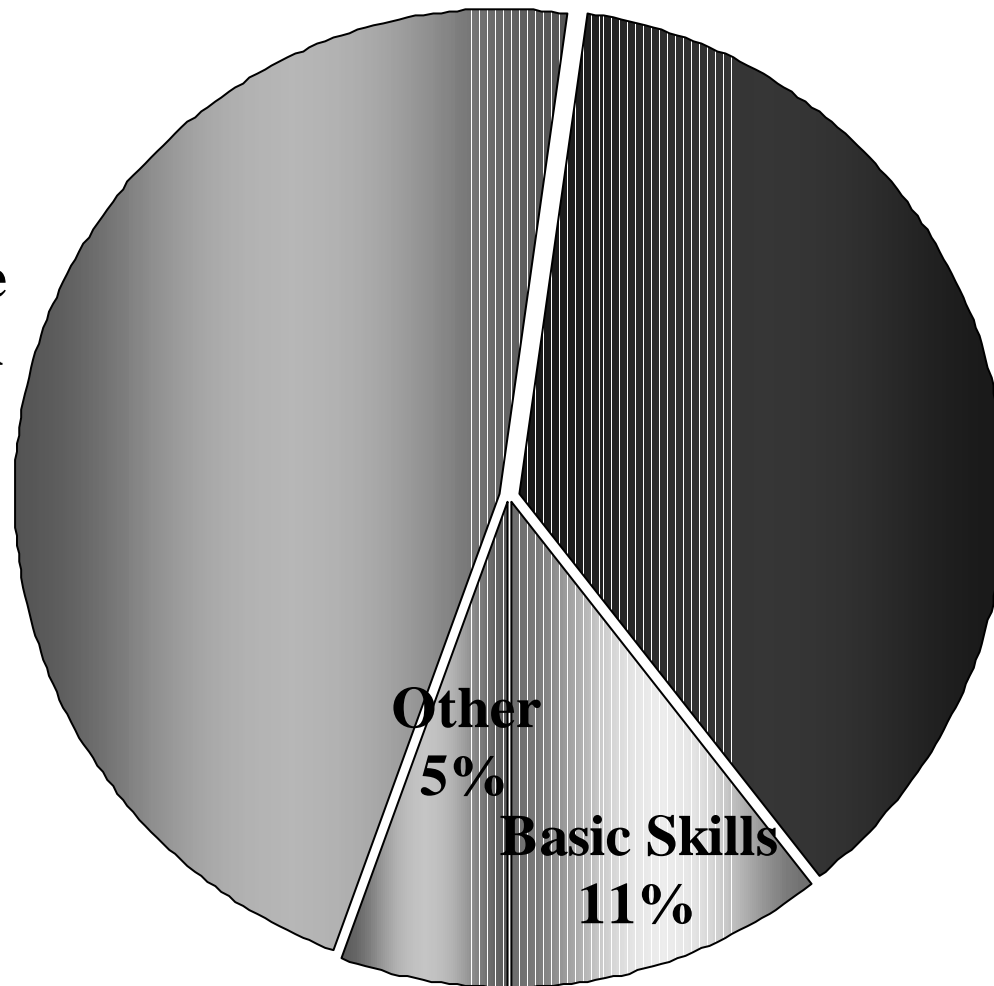
**Workforce
Education
47%**

**Transfer
37%**

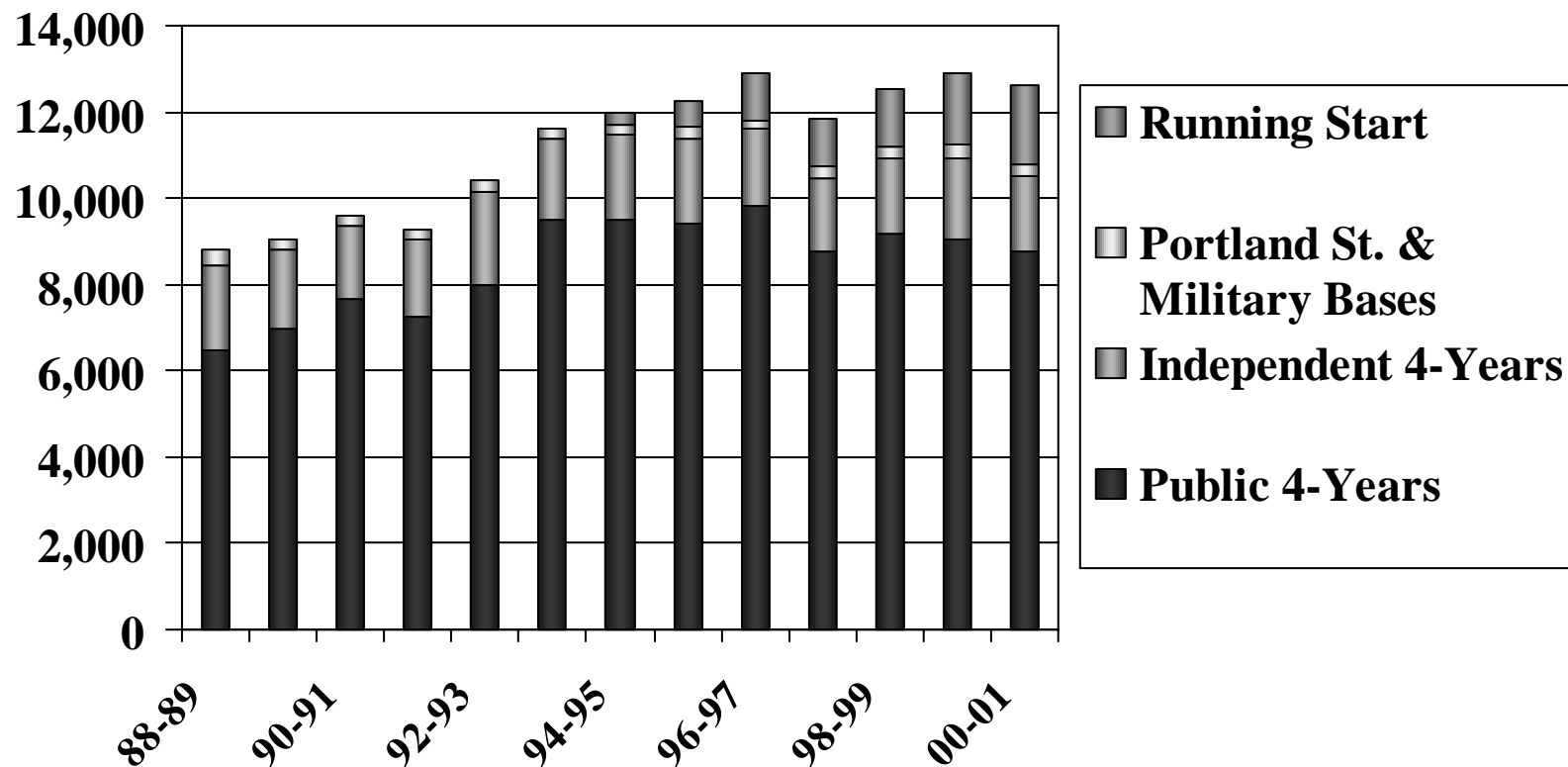
**Other
5%**

**Basic Skills
11%**

Source: SBCTC,
Academic Year
Report, 1999-00



About 12,000 CTC students transfer every year



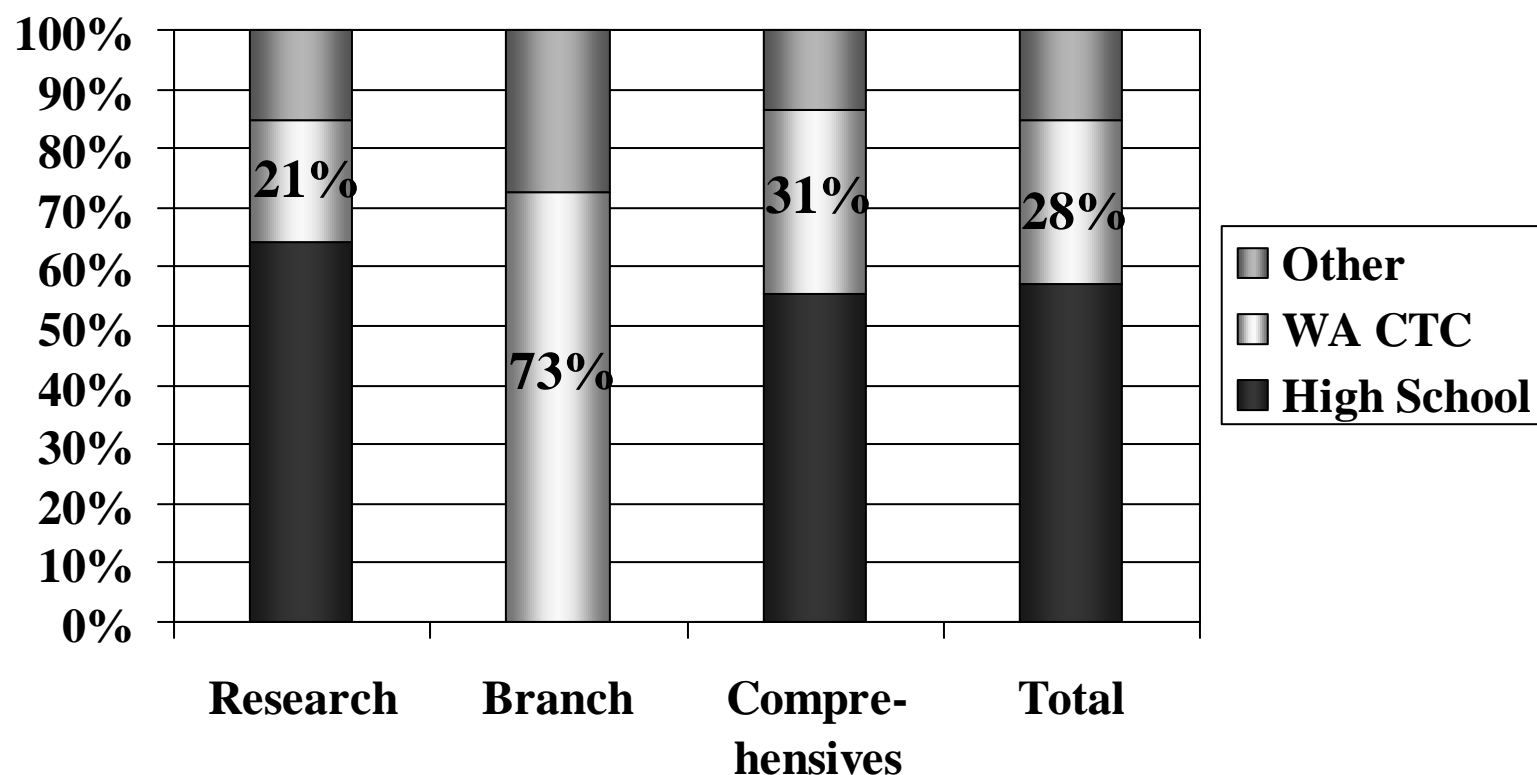
Source: SBCTC, Academic Year Report, Various Years; additional SBCTC data; excludes University of Phoenix

Not all CTC transfer students with a degree transfer; not all transfer students have a degree

	Credits Taken			
	<u><45</u>	<u>45+</u>	<u>Degree</u>	<u>Total</u>
Students Leaving	30,147	9,803	10,216	50,166
Transfer	3,687	2,653	5,402	11,742
% Transfer	12%	27%	53%	23%
% of Total	31%	23%	46%	100%

Source: SBCTC, Immediate Transfers, Class of 97-98

CTC transfers make up a significant share of new undergraduates at public baccalaureates



Source: OFM, HEER, Fall 2000 (Students with Running start credits shown as coming from high school; “other” includes transfers from Wash. 4-year institutions, transfers from out-of-state, and unknown source.)

Students transfer back and forth between sectors (Fall Term 2000)

		Coming From:		
		<u>CTC</u>	<u>Public 4-yr</u>	<u>Independent</u>
Entered:	Public 4-year	6,112	626	247
	Independent	963	174	235
	CTC	5,329	1,900	573

Source: “Student Mobility Among Wash. Institutions of Higher Education , Fall Term 2000” prepared for the Intercollege Relations Commission by the UW, April 20, 2001

Transfer students take more courses to graduate than native students

Undergraduate Graduation Efficiency Index		
	<u>Freshmen</u>	<u>Transfers</u>
UW	90.7%	82.7%
WSU	90.0%	82.6%
CWU	85.6%	80.7%
EWU	88.3%	77.4%
TESC	93.8%	91.6%
WWU	87.7%	79.9%

Source: HECB, Summary of Performance on the Common Measures, 2000-01

Pathways for Transfer

4-Years

Admission to Majors

- **Open majors** - no prerequisites (open to any junior at time of admission)
- **Majors with minimum requirements** - prerequisites and/or minimum GPA
- **Competitive majors** - prerequisites and/or minimum GPA plus additional competitive admission standards

4-Years GER/GUR

- Core undergraduate courses that are required in order to be awarded a baccalaureate degree
- GER - General Education Requirements
- GUR - General Undergraduate Requirements
- An approved CTC degree satisfies lower division GER/GUR at accepting institutions
- See Tables 1 & 2 for specifics

1. Associate of Arts - Direct Transfer Agreement (DTA)

- Assures access to a public and many private baccalaureate institutions
- Satisfies lower division general education requirements at accepting institutions
- A transfer student will receive 90 quarter credits and have junior-level standing
- Does not necessarily fulfill prerequisites
- About 5,500 students per year

Associate of Arts - DTA (cont.)

- Consists of 90 quarter hours of transferable credit
 - minimum of 75 hours of academic courses
 - of which 60 hours are general education courses
 - communications-10 credits
 - quantitative-5 credits
 - humanities-15-20 credits
 - social sciences-15-20 credits
 - natural sciences-15-20 credits
 - maximum of 15 hours of “gray area” courses (courses not normally transferable) accepted as electives

2. Associate of Science Transfer Degree

- Track 1 – science; Track 2 - engineering/computer science
- 90 hours built on major specific requirements in math and sciences
- Additional general education requirements must be completed at 4-year school
- Brand new degree; under 50 students

3. Alternatives for the Transfer of Occupational Programs

- Special arrangements that allow students in professional/technical programs to apply their credits towards a baccalaureate degree
- Specific agreements between institutions
- About 250 students per year

School to School Agreements

- Examples:
 - Pierce CC (programming) with UW-T (computing and software systems)
 - Spokane Falls CC (interior design) with WSU (interior design)
 - Clark CC (dental hygiene) with EWU (dental hygiene)
 - Bates TC (computer programming) with TESC
 - Green River CC (electronics engineering technology) with WWU (electronics engineering technology)
 - Centralia CC (marketing management) with CWU (administrative management)

4. “Bunch of Courses”

- Students take courses that do not lead to a degree; they may take more or less than 90 credits; they may take a mixture of academic and technical courses
- Each course is evaluated separately by the 4-year school as to whether it transfers
- Generally, students with 90 or more quarter hours of transferable courses are given priority admission consideration
- About 6,000 students per year

Advising Guides and Course Equivalencies

“Advising Guides”

- Students follow a list of recommended classes at the community college that meet specific 4-year departmental requirements
- Can be called different things: 2+2 programs; articulation agreements; advising agreements; memorandums of understanding

Course Equivalencies

- Each 4-year school prepares a “crosswalk” comparing courses offered at a CTC to its equivalent course at the 4-year school
- The determination of “equivalent course” is made by administrators and departmental faculty at the 4-year school
- No agreement is needed between the CTC and the 4-year school

Example:

Bellevue CC: ENGL 101

(Written Expression)

- UW Equivalent Engl 131
- WSU Equivalent Engl 101
- CWU Equivalent Eng 101
- EWU Equivalent Engl 101
- WWU Equivalent Engl 101

Example:

Pierce CC: EET 125

(Electronic Engineering Technology
Introduction to Digital Electronics)

- | | |
|------------------|-----------------------------------|
| • UW Equivalent | Only transfers as
DTA elective |
| • WSU Equivalent | Only transfers as
DTA elective |
| • CWU Equivalent | EET 371 |
| • EWU Equivalent | ENGR 160 |
| • WWU Equivalent | Only transfers as
DTA elective |

Issues

Transfer Issues

- Student preparation
- Clear pathway for transfer
- Pathway for professional/technical students
- Faculty time needed to negotiate articulation agreements
- Capacity at baccalaureates